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ABSTRACT

The 1980-81 Jefferson County (Kentucky) Adult Reading Program served 601 students functioning below 6.0 grade level during the 1980-81 year. The project's instructional methods and materials were developed based on the experiences of the program for the previous two years. The program was considered a success not only from the viewpoint of the gains the students made in reading, but also in students' improved self-concepts and the growing awareness of the community and commitment on the part of the teachers. Community support for the program in areas of referrals, volunteers, monetary contributions, and facilities expanded throughout the year. Enthusiasm among students as well as instructional staff remained high throughout the year, and students recorded great gains not only educationally but socially and emotionally. Student comments concerning the program showed an improved self-concept as a result of program participation. Social relationships developed between the students and each became a motivating force for others. The group dynamics and the social aspect contributed to student retention. The teachers' commitment to their task increased as the program progressed and many volunteered their time to better serve the needs of their students. Test results demonstrated the growth in educational advancement while retention rates and growing enrollment showed other measures of success in project components. Data collected from the project facilitated recommendations concerning site selection, schedule, student retention, recruitment, staff selection, staff training, materials, and community involvement for future administration of the program. (KC)

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JEFFERSON COUNTY ADULT READING PROJECT

Final Report

of the

Department of Adult and Continuing Education
Jefferson County Board of Education
Louisville, Kentucky

of the

Division of Adult Education
Office of State and Federal Liaison Services
Kentucky State Department of Education

June, 1981

Submitted by
Sharon Darling
Project Director

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Jefferson County Adult
Reading Project
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I. Introduction and Overview

The project entitled "Jefferson County Adult Reading" funded by the Kentucky State Department of Education, Unit of Adult Education, began July 1, 1980, and terminated on June 30, 1981. The Jefferson County Board of Education, Unit of Adult and Continuing Education, Louisville, Kentucky, conducted the project.

The project proposed to demonstrate a reading program for adults with severe reading problems. The program, which was developed as a result of the project, provided basic literacy skills to the non-reading adults in the community and targeted toward helping those adults develop competencies necessary to function in an urban society. The instructional program took into account the adult's basic social and educational needs. The project director utilized the research resulting from the 1978-79 and 1979-80 projects to form recommendations which were implemented in the 1980-81 project. The programmatic aspect of the project afforded the opportunity for the research to be immediately utilized in affecting change for the emergence of a well-developed, quality adult literacy program. Research conducted over a two year period on teacher training techniques, student recruitment, retention, materials and test instruments provided insight into all aspects of the program.

The objectives of the 1980-81 project were as follows:

1. Develop and implement recruitment techniques directed toward adults who are most in need of basic skills but tend not to respond to basic recruitment efforts.

2. Develop and implement innovative program practices and instructional plans to meet the unique learning styles of adults with learning problems.
3. Improve existing delivery systems and instructional practices for non-reading adults through expanded teacher training and through recruitment and training of volunteer aides.
4. Develop a program model based on interagency planning and resource sharing to serve the least educated and most in need in the community.
5. Develop curriculum and implement instructional strategies to meet the most basic skill needs of the unemployed or underemployed.
6. In cooperation with other community agencies, develop and implement coping skills programs designed to equip the mentally handicapped adults to deal with the practical problems of everyday life.
7. Evaluate data collected from the Jefferson County Adult Reading Program and make recommendations for program improvement based on research conducted in project components.

In July 1980, the project director conducted agency planning sessions in an effort to utilize the expertise of the community agency staff in providing direction for a comprehensive program to deal with the myriad of needs of the undereducated adult.

The pivotal months of August, September, and October, 1980, resulted in the actual establishment of classes and beginning of the teaching process.

In August, 1980, the Jefferson County Adult Reading Program established sites and schedules for reading classes, selected staff and materials, and initiated recruitment of students.

During the month of September, the project staff completed assignments and conducted training for new and returning teachers. October 1,1980, marked the completion of student enrollment and initial student testing. Enrollment during October steadily increased as students themselves recruited other adults with reading problems. The first quarterly report reported student data and pre-test information.

During the months of October, November, and December, the project coordinator developed a questionnaire which she administered individually to adults in the reading program. She used data collected in the interviews in making recommendations regarding curriculum design, material selection, counseling, retention, and recruitment. This report contains the data summary of this questionnaire and results from the questionnaire administered in the 1979-80 Jefferson County Adult Reading Program.

During the month of January, each teacher conferred with the project coordinator to discuss student progress, particular problems and offer suggestions for program and/or supervision improvement. Some changes in materials, classroom management and techniques resulted from the conference.

In February, the teacher scheduled each student for an individual conference to discuss progress toward goals and to provide input on improvement of instruction in relation to his/her needs. These

conferences proved to be very valuable for both teacher and student. Referrals by teachers for testing to determine specific learning problems peaked in January.

Post-testing of students began one month prior to program termination. The project coordinator used the data from pre and post-test in a causal comparative study to evaluate certain phases of the project components. This report contains this study and descriptive data on other components.

Upon completion of the program, the Jefferson County Board of Education awarded certificates to those students who had been regular in attendance. Teachers conducted recognition and awards ceremonies which were well received by the students.

The Jefferson County Adult Reading Program served 603 adults functioning below 6.0 reading level. Community support for the program in areas of referrals, volunteers, monetary contributions and facilities expanded throughout the year. Enthusiasm among students as well as instructional staff remained high throughout the year, and students recorded great gains not only educationally but socially and emotionally. Student comments concerning the program showed an improved self-concept as a result of program participation. Social relationships developed between the students and each became a motivating force. The group dynamics and the social aspect contributed to student retention. The teachers' commitment to their task increased as the program progressed and many volunteered their time to better serve the needs of their students.

The Jefferson County Adult Reading Program proved to be a great asset to the community in creating a literate citizenry; however, its real merit can only be seen through the growth that has taken place in each student that completed the program.

I. Site Selection and Scheduling

Site Selection: The project director identified twenty-four (24) locations to house thirty-seven (37) classes throughout Jefferson County. In trying to convey the philosophy of the uniqueness of adult education and trying to negate the failure syndrome many non-reading adults had developed in school, she selected sites, whenever possible, which were not connected with school buildings. The project director acknowledged the importance of locating classes in buildings which were conducting other activities involving residents of the community, fully utilizing libraries, community centers and churches. (Appendix A)

She chose locations for the 1980-81 school year according to the following criteria:

1. Success of the location in attracting students during the 1979-80 project.
2. Expressed interest or need of a particular community group or agency.
3. Physical features of the building.
4. Security of the building and grounds.
5. Areas presumed to have the greatest need as evidence by:
   a. High unemployment rate
   b. Large percentage of school dropouts
   c. Densely populated area
   d. Inflated incidence of families receiving public assistance

Sixty-nine percent (69%) of the total student population attended classes established in areas of the county with the greatest need as evaluated by data collected by the Human Services Coordination Alliance, Louisville, Kentucky.

In addition to the twenty-four (24) established locations, volunteers met with students at ten (10) other locations, including homes and institutions.

Scheduling: The project director designed the time schedules for the classes to meet the needs of the students and to gain optimum use of staff. Scheduling of morning, afternoon, evening and Saturday classes offered opportunities to both employed and unemployed adults. Length of classes ranged from two hours to four hours with class meetings ranging from five times per week to one time per week. The project director used data collected from the 1979-80 project in making schedule selections.

Allowed a preference of morning, afternoon, evening, or Saturday classes, the majority, 58% of the students, chose night instruction; 29% selected morning classes; and 10% preferred afternoons. Three percent preferred the one Saturday class. The percentage in the Saturday class may have been considerably larger with more offerings. (Appendix A)

Recommendations for class scheduling based on data collected in the program indicates that: a.) fewer afternoon classes should be offered; b.) additional Saturday classes should be available; c.) greater flexibility should be provided to accommodate bus schedules.

II. Staff Selection

Teachers: Applications were accepted and interviews conducted to staff the teaching positions. Eleven (11) teachers returned to a position in the reading program and thirteen (13) teachers were hired to accommodate vacancies and expansion. The thirteen (13) new teachers were selected by previous related job experiences, educational background and personal characteristics. The eleven (11) returning teachers were selected based on past performance in the program.

All teachers were required to hold valid Kentucky Teaching Certificates and were hired on a part-time basis with teaching schedules ranging from 3 to 19 hours per week. Job responsibilities were established with a written job description in accordance with the policies of the Jefferson County Board of Education. The qualifications and responsibilities were specified as follows:

QUALIFICATIONS:

1. Bachelors Degree or higher with a Kentucky Teaching Certificate
2. Elementary Education background preferred
3. Experience in working with adults and/or reading preferred

PERFORMANCE RESPONSIBILITIES:

1. Counsel, interview, register, and admit all eligible students into the reading program.
2. Administer placement and diagnostic reading tests.
3. Prepare an instructional program for each student based on individual needs.
4. Instruct students individually or in small groups.
5. Evaluate academic progress with each individual student and recommend additional academic work and/or alternative instruction.
6. Maintain a system of permanent records for all students.

7. Keep appropriate local, state, or federal records and prepare reports as necessary.

8. Maintain a proper classroom learning environment.

9. Participate in local and state training programs as assigned.

10. Other duties as assigned by the project director.

Paraprofessionals: Six (6) part-time paraprofessionals were interviewed and selected to supplement instruction in the reading program. The paraprofessionals were required to hold a high school diploma or high school equivalency certificate and were selected purposefully with varied backgrounds, experiences and degrees of expertise. Some had volunteer tutoring backgrounds, one was a former student in the program and others had never been involved in the formal process of helping others learn. The wide variety of backgrounds provided a basis for analyzing qualifications in relation to job performance and aided in the formulation of recommendations for requirements and future selection of paraprofessionals.

The paraprofessionals were utilized in classes where enrollment was too large to be handled by one teacher. The job requirements and functions of the paraprofessionals remained flexible to enable the study of this component. Consistent monitoring of the emerging roles of the non-certified staff provided the basis for recommendations for implementation and expansion of a vital paraprofessional component.

Volunteers: Volunteers were recruited through existing volunteer agencies in Jefferson County and each was interviewed and screened by the project director. Thirty (30) volunteers were recruited by the Retired Senior Citizens Volunteers, Voluntary Action Agency and Kentuckiana Literacy Council. The

schedule of the volunteers varied according to their needs and interests, and location assignments were determined by staff and student needs.

Staffing Pattern: Total staffing to serve 603 students consisted of twenty-four (24) part-time teachers, six (6) part-time paraprofessionals, and thirty (30) volunteers. Staffing patterns in the reading centers differed according to enrollment and student need. All centers employed part-time instructors but varied in certification and multiple teacher situations. Staffing in the centers consisted of the following combinations:

Group I - One part-time certified teacher supplemented with volunteers

Group II - One paraprofessional

Group III - One part-time certified teacher

Group IV - Multiple teachers with volunteers and paraprofessionals

The project director studied staffing patterns in relation to student gains in reading in an effort to develop the most parsimonious utilization of staff. No significant difference in reading gains existed per 30 hours of instruction in vocabulary between centers; however, gains differed in reading comprehension.

TABLE 1 - Analysis of Variance: Reading Vocabulary Gain Per 30 Hours of Instruction by Staff Pattern

Source	Degrees of Freedom	F Ratio	F Probability
Between Groups	3	0.154	0.9267
Within Groups	237		
Total	240		

The analysis of variance on reading comprehension gains by staff pattern indicated a significant difference.

TABLE 2 - Analysis of Variance: Reading Comprehension Gain Per 30 Hours of Instruction by Staff Pattern

Source	Degrees of Freedom	F Ratio	F Probability
Between Groups	3	2.046	0.1081
Within Groups	237		
Total	240		

The project director employed a Duncan Multiple Range Test to examine the differences. The test suggests that Group One (One part-time certified teacher) and Group Four (Multiple teachers supplemented by volunteers and paraprofessionals) differed significantly; therefore, multiple teachers with support services appeared to produce greater gains in reading comprehension per 30 hours of instruction. The Duncan Multiple Range Test was significant at the .10 level.

TABLE 3 - Duncan Multiple Range Test

One Teacher with Volunteers	One Paraprofessional	One Teacher	Multiple Teachers with Paraprofessionals and Volunteers
.424	.6378	.7721	.9218

The analysis of variance comparing average reading gain (composite of comprehension and vocabulary) with staffing patterns indicated no significant difference.

TABLE 4 - Analysis of Variance: Average Reading Gain Per 30 Hours of Instruction by Staff Pattern

Source	Degrees of Freedom	F Ratio	F Probability
Between Groups	3	1.141	0.3333
Within Groups	237		
Total	240		

III. Teacher Training

The initial teacher training for teachers new to adult education consisted of a four-day workshop held one week prior to student intake. The project director designed this training to familiarize teachers with adult education, characteristics of adult non-readers and implications for instruction, testing materials, procedures and materials to be used in the reading project. (Appendix B) Teacher training utilized literacy training films from Indiana University to demonstrate several teaching techniques and show teachers actually working with adult students, placing emphasis on practical application. Former students served on a panel to address the questions and concerns of the new teacher, enabling the staff to create a secure, confidential environment for the incoming students. The project director selected the former students for use in teacher training because their success indicated they could most honestly address the attributes and competencies of successful teachers as well as the fears and apprehensions of adult illiterate students.

All new teachers attended a staff meeting after the first week of class to discuss problems encountered during the first week and received instruction in the diagnostic procedure. All beginning teachers attended; their major concerns being class organization and placing students in appropriate materials. Weekly individual conferences between new teachers and the project director provided direction in areas of concern.

The project director invited returning teachers to attend new teacher training and they were required to attend a one-day workshop

focusing on new curriculum and testing materials, classroom management and records. This session acquainted returning teachers with new procedures and established a visitation program so that returning and new teachers could gain from the experience and expertise of others in the field.

The staff frequently participated in in-service training sessions throughout the program duration with topics centered around data from needs assessments administered to program staff. The sessions identified and addressed the following topics:

Retention of Students
Choosing or Making Appropriate Supplemental Material
Referral Agencies
Learning Disabilities
Idea Exchange/Problem Solving
Using the Newspaper for Classroom Instruction
Counseling the Adult Student
Utilization of Volunteer and Paraprofessional Services

As a part of teacher training and staff development, each teacher and the project coordinator conferred during the months of February and March to accomplish the following objectives:

1. Evaluate with each teacher identified strengths and weaknesses and formulate recommendations for improvement of instruction.

2. Develop strategies for overall program improvement.

3. Define ways in which supervision could be improved to create a more successful program.

4. Discuss specific problems related to instruction and class organization.

The suggestions resulting from the conferences in terms of supervision and instruction provided direction to the program and will help refine the model for replication in other areas.

Paraprofessional Training

Paraprofessionals were required to attend all teacher training sessions, but in addition, were provided with workshops prior to student intake. These workshops dealt with tutoring techniques, communication skills and remedial reading techniques. The workshop attempted to give the paraprofessionals security and confidence in teaching reading and working with the adult student. Each paraprofessional was encouraged to observe the teacher and not take the full responsibility of a student or group of students until he/she felt confident enough to do so.

The paraprofessionals were invited to attend all teacher training sessions throughout the year, but their training was supplemented by practical "how to" sessions held monthly for the first four months of the project. Their training needs differed significantly according to their backgrounds and class roles, but all had a continuing need for practical approaches to teaching adult reading.

Volunteer Training

Thirty (30) volunteers were training jointly by the Kentuckiana Literacy Council and the Jefferson County Adult Reading Project staff. The volunteers were recruited from other agencies and were assigned to classes to work under the direction of experienced teachers. The volunteers were trained initially in a two-day session on how to teach the Laubach method of one-on-one instruction. Later training sessions centered on other methods, techniques and materials but the Laubach method was maintained as a basal because its structured approach lends itself to effective use by persons with no background in teaching.

The volunteers were invited to attend all teacher training sessions and encouraged to be a part of the total program effort.

IV. Student Intake

In all recruitment efforts, adults with reading problems were requested to call the Jefferson County Adult Education Office. Each prospective student was given an explanation of the program by the project coordinator and an opportunity to discuss specific problems or concerns. Questions were asked to determine eligibility for the reading project, and those who obviously possessed reading skills above 6.0 were referred to learning centers or part-time classes. The name, address, phone numbers, time, and location preference of each prospective student were included in a master list. A note was mailed to each adult one week prior to the enrollment date to serve as a reminder and to provide the non-reading adult with a paper to present if difficulty was encountered locating the class. Every effort was made to create a secure feeling on the part of the adult by prior phone counseling and several contacts for encouragement. A total of 402 adults enrolled in class September 22, 1980.

The first class session was spent in orientation which was designed to create a non-threatening and comfortable atmosphere for the student. A very general outline was prepared for each teacher to follow but was only intended as a sample guide. Teachers were expected to design and implement specific plans.

Student commitment to the program was stressed as the means for optimum educational growth. Regular attendance was discussed as a prime factor in advancement, and each student was given the telephone number of the Adult Education Office to discuss particular problems in this area.

The initial test instrument used for determining reading level was the Slosson Oral Reading Test (SORT). This test provided only a general reading level used to determine eligibility for the program. According to the results of the SORT, the students were found to be functioning at the following levels:

Levels By Grade	Percentage of Enrollment
0 - .9	10%
1.0 - 1.9	13%
2.0 - 2.9	15%
3.0 - 3.9	17%
4.0 - 4.9	19%
5.0 - 5.9	26%

The comparison of the 1978-79 initial enrollment with the 1979-80 student intake is found in Appendix C.

The Woodcock Reading Mastery Test which had been used during the 1978-79 project was used only on a limited basis due to the lengthy administration time. The Adult Basic Learning Examination was used in the 1979-80 program with alternate forms for pre and post-testing. Three parts of the test--vocabulary, reading, and spelling, were administered to each student upon enrollment and were used for diagnostic information as well as student placement. The Test of Adult Basic Education, Level E, Forms 3 and 4, were used in the 1980-81 project. The Vocabulary and Comprehension Sections were administered.

The majority of the students enrolling initially were male (56%) and the majority were black (58%). The students were found to be unemployed (70%), (Appendix D), and 64% were under the age of 30. (Appendix E) Complete information on the total student population is contained in a section of this report.

V. Student Retention

Retention of students, separations, and completions were studied as a component of this project. The question of how to retain students was dealt with in detail at teacher in-service meetings and retention was continuously evaluated.

It was the policy of this project for teachers to contact each student after an absence and to submit names of those separating from the program to the project director for follow-up.

Class climate conducive to sharing and concern by each student for the others in the class was stressed. Each student then became a motivating force for the continuing attendance of others. Several teachers implemented a "buddy" system in which each student had responsibility for another student and reported back to the group concerning reasons for absence.

As of December 30, 1980, the rate of separations from the program was 7%. The average attendance in classes was 70% in day classes, 75% in evening classes, and 70% in Saturday classes.

Individual teacher - student conferences were conducted during the month of January, which has traditionally been the most critical in terms of drop-outs. The objectives of the conferences were developed by a group process between teachers and the project director. The objectives of the conferences were finalized as follows:

1. Evaluate with each student his/her academic progress stressing strengths and accomplishments.
2. Provide motivation for student retention by establishing or redefining student goals.
3. Solicit student input to aid in refining curriculum design for the remainder of the program.

4. Gain feedback from students on suggestions for improvements in instruction, class climate and materials.

5. Explain the established criteria for awarding of certificates at program termination.

The outcome of the conferences was the topic for discussion at the February staff meeting and teachers provided useful suggestions resulting from the conferences. Teachers were enthusiastic concerning the benefits of the conferences and student retention remained constant during the months of January and February, which have in the past been the least effective in terms of retention.

The retention rate was calculated at the program's termination and showed an overall retention rate of 72.3% and a separation rate of 27.7%. The overall average attendate rate was 73%, and the average for student attendance was 81 hours. Certificates were awarded in an informal ceremony to all students demonstrating regular attendance.

Any student not officially terminating from the program was automatically separated after a one month absence. Many of the students dropping from the program indicated plans to return to class when other life circumstances would permit.

The reasons for student separation from the program of those students responding was shown to be as follows:

TABLE 5

Reasons For Student Separation

Reasons for Separation	Number of Responses	Frequency
Completed Their Objectives	48	10.5
Health Reasons	14	3.1
Child Care Problems	3	0.7
Transportation Problems	13	2.8
Family Problems	26	5.7
Location of Class	6	1.3
Lack of Interest	11	2.4
Instruction Not Helpful	23	5.0
Program Ended	233	51.0
Unknown Reasons	80	17.5
Total	457	100

The majority of the students (51.0%) separating from the program did so because instruction ended for the summer. The second most frequent identified reason indicated by the students was that they met their objective in the class. In most cases (86%) this group of students exited the reading program and enrolled in a GED preparatory program or other training program. Of the students enrolling in the GED program 76% had obtained a high school equivalency certificate at the termination of the program.

Recommendation for student retention: It is the recommendation from the project that to achieve maximum student retention, literacy students should have a group with which to function even if the instruction is by necessity individualized. The dynamics of the group brought about by sharing of common problems and goals, does much for student motivation and retention.

VI. Materials

Three basic reading programs were selected for use in the project. A set of books in one of the programs was distributed to each teacher to be used as a basal selection. All teachers received initial training in the three selected programs and, when possible, made the choice of one material to be used in the classroom. The basal materials selected were:

Laubach: The New Streamlined English Series

The Laubach system is a basic reading and writing program designed to teach adults with little or no reading ability. The program takes students from a zero to fifth grade level, and is a cumulative system requiring all five text/workbooks.

The Laubach method starts with the spoken word, and through a series of steps moves to the written word. Skills include sound-symbol relationships, word attack, reading for meaning, and spelling.

SRA: Corrective Reading

The Corrective Reading Program consists of separate decoding and comprehension components. Decoding A and B were selected for use and contain word attack skills and spelling. Corrective Reading Comprehension Book A was also used and is designed to help students develop the skill of organizing thoughts and thinking in a logical manner.

Steck Vaughn: Adult Reading Program

The Adult Reading Program series is a sequential program divided into two levels of reading development. Level I instructs on reading levels 0-4; Level II on grades 4-8. The Level I was used

almost exclusively and includes phonics, structural analysis and comprehension. The Level I series consists of seven (7) consumable student workbooks. A complete list of materials utilized in the program is contained in Appendix F.

The basal texts listed above were also used during the 1978-79 and 1979-80 projects. These basals were highly supplemented by other published and teacher made materials, but each teacher was permitted to use only one of the reading systems. This made possible a comparison of materials and student gains by instructional hours, which indicated that materials used in the classroom did not have a statistically significant effect on student gains in the reading areas assessed by the test instrument.

1978-79 Project Results

Total Gain Per 30 Hours of Instruction by Type Material.

TYPE MATERIAL	NUMBER OF STUDENTS	MEAN	STANDARD DEVIATION	STANDARD ERROR
SRA Corrective Reading	27	0.4164	0.2876	0.0553
Laubach	95	0.4701	0.3546	0.0364
Steck Vaughn Adult Reading	11	0.5787	0.3498	0.1055
Total	133	0.4682	0.3415	0.0296

1979-80 Project Results

Total Gain Per 30 Hours of Instruction by Type Material.

TYPE MATERIAL	NUMBER OF STUDENTS	MEAN	STANDARD DEVIATION
SRA Corrective Reading	47	0.5488	0.5481
Laubach	155	0.4862	0.6872
Steck Vaughn Adult Reading	99	0.5480	0.6152
Total	301	0.5163	0.6427

The personality and technique of the teacher obviously influenced greatly the use of the materials. The effect of supplementary materials and teacher made materials was not statistically measurable, but can be assumed to affect the selected reading systems.

Material selection by teachers was not controlled in the 1980-81 program since it was not shown to have a significant effect on academic gains during the 1978-79 and 1979-80 projects. However, as a result of recommendations based on research conducted in the previous years' projects, fewer "coping skill" materials were selected for use in the program. Teachers were encouraged to use supplemental materials which reenforced skills in the basal series. The selection of supplemental materials focusing on daily living skills was suggested only when needed to meet specific and identified needs of the student.

The recommendation from data collected in the program is that the most beneficial adult literacy curriculum should revolve around a sound, proven basic series, which includes decoding and comprehension skills presented in

a sequential manner. This basic skill series should be supplemented with other materials as specific needs and interests are identified.

An extensive evaluation of materials used in the program was developed by a committee of experienced adult literacy teachers during the 1980-81 project. The Literacy Materials Assessment is available upon request and contains:

1. list of materials available for use in the project
2. descriptive analysis of available basal and supplemental literacy material
3. recommended grade and age level usage
4. specific skill areas included in each book
5. suggestions for choosing supplemental material to correspond with basals
6. descriptive analysis and recommendations for test instruments
7. suggestions for professional reading in literacy

The Adult Literacy Materials Assessment has proven to be effective for use by new and experienced adult teachers in Jefferson County. It has also served to provide information to the many state and national groups working to establish quality literacy programs. The assessment is in the form of a draft and will be updated as new material emerges and as comments are solicited from other groups working in the literacy effort.

VII. Cooperative Endeavors

The Jefferson County Adult Reading Program has established a specific emphasis on creating community awareness of the problem of adult illiteracy. The program maintains that illiteracy is not an isolated educational problem but rather a community one which ultimately depends on total community effort for a solution.

The support of agencies, businesses, industries and civic organizations in the following areas underscores the success of the community awareness campaign:

1. referrals
2. volunteers
3. monetary contributions
4. classroom space
5. promotion
6. child care

The Metro United Way, which sponsors the Retired Senior Volunteer Program (RSVP) and Voluntary Action, has recruited over 70 volunteers to work in the program on a regular basis to supplement teacher instruction. The Metro United Way provides a transportation stipend for the volunteers; the Kentuckian Literacy Council partially provides training; and the Jefferson County Adult Reading Program provides materials, supervision and in-service training. All agencies have responded enthusiastically to this successful arrangement. Hopefully, this inter-agency cooperation can serve as a model for other cooperative endeavors in the area as the community becomes involved in the literacy effort. Numerous newspaper

articles were published pertaining to the cooperative linkage and did much to support the concept.

In addition to the assistance offered in volunteer training, the Kentuckiana Literacy Council has donated a monetary contribution to the Jefferson County Reading Program to continue two (2) programs through the summer months. The project coordinator selected two centrally located program sites for easy access and invited all students who had been enrolled in the 1980-81 program to attend. One teacher supported by many trained volunteers with indirect coordination through the project coordinator staffed the centers. Hopefully, this effort will eliminate the need for the monumental task of reteaching the skills lost by the students after the long summer recess.

The Kentuckiana Literacy Council has pledged other contributions to the reading program if funds become available. The project coordinator has placed more emphasis on soliciting contributions from all sources as the inevitable budget cuts become a reality.

The Council for Retarded Citizens, the Kentucky Bureau for Vocational Education and the Jefferson County Adult Reading Program have established another particularly successful linkage. This cooperative endeavor grew from a need which was identified as a result of retarded adults in the reading classes. The retarded students needed basic reading skills but in most cases needed more daily living skills than other students in the classes. The cooperative endeavor established classes to provide slow paced instruction in budgeting, cooking, house-

keeping, sex education and transportation. The project director integrated content of these classes with reading instruction which proved to be very beneficial to this segment of the population since no other educational services were available in the area.

The cooperative linkages and community support for the adult reading program have provided a comprehensive program for the under educated adults in the area. The Jefferson County Adult Reading Program has afforded the nucleus for growth of cooperative endeavors. Data from the three year project points out that the most effective, comprehensive program, including the volunteer component, should be established only after a sound well-planned program is in place to serve the undereducated adults. By using an existing program with experienced staff, the network can expand by utilizing past research and the full resources of the entire staff.

VIII. DISSEMINATION:

Presentations: A presentation entitled "Reading and Teaching the Illiterate Adult" was made in Indianapolis at the NAPCAE Regional Conference, Promising Practices in Adult Education, on February 24, 1981, and at the Southern Regional NAPCAE Conference in Jackson, Mississippi, May 16, 1981. The combined attendance at the sessions in Indianapolis and Jackson was approximately 120. Handouts to the participants included "A Statistical Report of the Jefferson County Adult Reading Program", "How to set up a Literacy Program", and the "Evaluation of Literacy Materials."

Presentations pertaining to the Jefferson County Adult Reading Program were made at forty (40) agency/civic meetings during the 1980-81 duration of the project. These presentations were made by the project coordinator and served to create community awareness and establish community support.

Louisville Tonight, a local TV show, produced a program segment on the Jefferson County Adult Reading Program which was aired on WHAS-TV. The program was documentary in nature and included interviews with students and staff. The presentation also capitalized on the problems portrayed by Johnny Cash in the movie "The Pride of Jesse Hallam" and interspersed film clips from the movie with the real life situations that exist in Jefferson County, Kentucky. The airing of the show created community awareness as evidenced by recruitment of volunteers and students.

Products: A fifteen minute slide presentation was produced depicting the problems of the non-reading adult in society and summarizing the research and efforts in the Jefferson County Adult Reading Program. The slide presentation has been highly praised and has proven to be an excellent promotional tool. Over 700 persons have viewed the presentation since its completion in February. It is available upon request to any education or community group.

A video tape has been developed as a part of this project and is entitled "Why Johnny's Parents Can't Read." This tape was filmed in reading classes and contains personal interviews with students both in class and at their work sites. The students themselves discuss their frustrations with the inability to read and talk about the difference the reading program has made in their lives. This tape was developed in cooperation with WHAS-TV and will be used for promotion and new teacher training. It is also available upon request.

Other products resulting from the project and available for dissemination include:

1. Recruitment Module
2. Literacy Material Evaluation
3. Statistical Report of the Jefferson County Adult Reading Program
4. How to Set Up A Literacy Program
5. Final Reports: Jefferson County Adult Reading Program 1978-79, 1979-80

The above publications may be requested in writing to the Jefferson County Adult Education Department, Sharon Darling, 3442 Preston Street, Louisville, Kentucky, 40213.

Dissemination has been an important component of the Jefferson County Adult Reading Project and technical assistance and/or inservice training has been provided to many agencies throughout the state as well as other states as they attempt to establish literacy programs.

IX. Presentation of Student Data

A. Personal Data

The project director used the following questionnaire, during the 1979-80 project to determine to what extent illiteracy caused a problem for the Jefferson County adult reading student in completing daily activities considered to be routine by the literate adult. As in 1979-80, the project director interviewed 30 randomly selected students for approximately one hour each, using the data collected from the questionnaire to make recommendations regarding curriculum design, material selection, counseling, retention and recruitment.

1. Daily Life Skills

The following questions were asked regarding daily life skills:

1. Do you drive a car? _____
   _____
2. Do you read street signs? _____
   _____
3. Are you able to find your way around an area unfamiliar to you? _____
   If so, how? _____
   _____
4. Do you shop at the grocery and/or other stores? _____
   _____
   If so, how do you make selections in stores where you are required to read the contents of the package? _____
   _____
5. Have you ever made a wrong selection because of your reading problem? _____
6. Do you watch TV? _____
   If so, how do you find out what is on TV? _____
   _____

7. Do you ever eat in a restaurant? _____
   If so, how do you make a selection from the menu? _____
   _____

8. Have you voted in elections? _____
   If so, how did you make a selection in the voting booth?
   _____

9. Has not being able to read caused problems with your mail?
   _____
   How do you get the information from your mail? _____
   _____

In reply to the first question, "Do you drive a car?", 33 1/3% of those interviewed responded with a positive answer during the first year and 36% responded positively during the 1980 interview. The majority of the students interviewed relied on bus transportation. All sixty (60) or 100% of the students stated that they could read street signs although further questioning revealed that they were only able to handle the most basic signs. Shapes and colors contributed greatly to identification. Street names caused the greatest problems, and several students remarked that they used only first letters in trying to decipher names.

In response to the question, "Are you able to find your way around an area unfamiliar to you? If so, how?", the majority of the students, 87% in 1979 and 83% in 1980 of those responding, stated that they could find their way around but needed directions other than street names. Most students relied on friends or family members to direct them. Generally, landmarks helped students find a particular street, and many students called the bus company for routes. "Just call TARC and tell them where you are and where you want to go...it's easy," stated one female student.

Of the 15% of the students who responded that they could not negotiate an area unfamiliar to them, all relied on family members for transportation. One 42-year-old male student who had been married for 26 years stated that his inability to read had made his marriage a success. "I could never leave my wife", he stated. "I couldn't go nowhere without her. I depend on her to drive me where I need to go. Never thought about it, but it may be the only reason we've stayed together. I can't make it without her."

The next two questions administered on the questionnaire involved shopping and making selections in stores. All students interviewed stated that they did shop regularly but usually were accompanied by friends or family members who did read. They used picture clues on packages in making selections and shopped in small neighborhood groceries asking store manager, owners or sales clerks to aid in selections. Seventy-two (72%) of the sixty adults interviewed stated that they had made errors in selection due to their lack of reading ability but generally did not consider these errors to be of significant magnitude to constitute serious problems. One 26-year-old mother stated that she bought flour instead of sugar because they were in the same type bag. "I poured the flour on my little girl's cereal and knew I made a mistake. I ruined the last cereal in the house. I never made that mistake again."

In general, however, the students interviewed had learned to cope with shopping without reading. Although mistakes were often made and selections were limited by the unknown. the majority of the students coped by memory and ingenuity.

In response to the questions concerning TV viewing, no student of the 60 interviewed had a problem finding TV selections. All students stated that they watched TV and answered the question about finding out what is on TV: family members; memorization of programming sequence; and "just keep turning the channels."

The question, "Do you eat in a restaurant?", prompted 54 or 90% affirmative answers. The 54 stated the following methods of reading a menu:

Person with me reads it	9%
Never read the menu	24%
Order same thing every time	56%
Wait until the other person orders and get the same	11%

Only three (3) of the students interviewed admitted to making a wrong menu selection.

In response to the question concerning voting, 46% of the 60 interviewed stated that they did vote in elections. The responses of the voters in answer to how they selected the candidates in the booth prompted many answers, but most used a list prepared by a spouse or family member that was taken to the voting booth. Most of the students interviewed who had voted did not consider the voting procedure a problem; however, only five (5) stated that they attempted to vote for anything other than the major candidates or split their votes between parties.

The question relating to gaining information from mail revealed that 100% of the students relied on a member of the household to read the mail to them or inform them of any information which might be pertinent to them. Only one of the students interviewed indicated that this had been a problem due only to the hospitalization of his spouse.

In general, the illiterate adult student enrolled in the reading program does not consider himself as having any problem in routine daily living with which he has not found a way to cope. The students' responses indicated that the ability to read would certainly make daily existence less cumbersome but also indicated that daily activities can be conducted without the benefit of the printed word.

The fact that daily activities are not considered to be a problem has broad implications for recruitment appeal and material selection. A general recommendation for student motivation to enroll in the program may be to concentrate more on the appeal of employment, children and building basic skills and less on Adult Performance Level oriented activities, such as reading a bus or TV schedule. In selecting curriculum materials, the results of the study suggest a sound basal reading system supplemented by "coping skills" materials as individual needs surface.

B. Prior Educational Experiences

Teachers asked the following questions in individual interviews in an attempt to lend direction to student counseling and curriculum design.

1. How many grades did you complete in regular school? _____

2. Did you drop out of school? _____

   What age? _____ What grade? _____

3. Were you in regular attendance in grades 1-3? _____, grades 4-6? _____, grades 7-9? _____, grades 10-12? _____.

4. How many elementary schools did you attend? _____
   How many junior high or high schools? _____

5. At what grade level do you feel you started getting behind the class in reading? _____

7. What, if anything, do you feel was the major reason you did not learn to read in school? _____

_____

Over the two-year study, sixty (60) responses indicate that the median years completed in school was 8.6 and the median reading level for this group was 2.0 at the time of this study. These people dropped out of school at a median age of 14.9 with an average completion of 7th grade.

Seventy-nine (79%) of those interviewed stated that they had been in regular attendance in the first three grades of school, but this percentage declined to sixty-seven (67%) by grades 4-6 and dropped to thirty-eight (38%) by grades 7-9. Since only ten (10) of the sixty (60) students attended school during the 10th-12th grade, the data does not accurately reflect the student population.

In response to the question, "How many elementary and high schools did you attend?", the students gave the following information:

1979-80 Project		1980-81 Project	
Elem. Sch. Attended	% of Students	Elem. Sch. Attended	% of Students
1	81	1	76
2-3	17	2-3	20
More than 3	2	More than 3	4
High Sch. Attended		High Sch. Attended	
1	72	1	70
2-3	23	2-3	26
More than 3	5	More than 3	4

The question, "At what grade level do you feel you started getting behind the class in reading?", all sixty students responded that it took place in elementary grades with the median grade level being 4th. One female student explained her problem. "Every time the rent was due, we moved, so I never got to go to school regular. By the time I was in the fourth grade, there was no way I could keep up, so I just didn't try any more. I learned to sit in the back of the room and color, and the teachers left me alone," she said.

The answers to the question, "What, if anything, do you feel was the major reason you did not learn to read in school?", varied as greatly as the students themselves. All the students had a story to tell and many were touching indeed. Some told of being denied an education because they were needed at home. Others who were regular attenders told of being passed from one grade to another without being able to read because they didn't cause any problems. Still others stated that their behavior in the classroom was the major reason they did not learn. In general, a composite of sixty (60) students fall into these categories:

Family situation or family problems	29%
Instruction in school	20%
Irregular attendance	13%
Attitude	10%
Learning problems	18%

Because these categories are rather general, the actual verbal responses overlap. Interestingly enough, for two years, the students

noted the family situation as a reason for lack of reading skill rather than the instruction itself. The impact of the parents who are now students in the reading program may have a very significant influence on their children, who are now, or will be, attending school.

C. Family Data

To lend direction to counseling and student recruitment the questionnaire included the following questions concerning the educational level of family members of the adult reading students in Jefferson County:

If married:

1. What is the educational level of spouse?_____
_____

2. How many years of school were completed by your father?_____
_____mother?_____

3. Do you have children?_____

If yes:

A. How many children?_____
Ages?_____

B. Do your children know about your reading problem?_____
_____

C. Are your children in school?_____
Have they completed school?_____

Of the 27 married students, the spouse had a median educational level of 10th grade, and the 22 adults with children had an average number of three children . The ages of the children ranged from 1 month to 40 years with a total of 32 children currently enrolled in school.

In answer to the questions, "Do your children know about your reading problem?", all students with a child over the age of 10 stated that they did. Several people interviewed said their problems had affected their families. "It makes them slow now, I think because of me," said one woman raising five children alone. "It's hard to raise kids not being able to read. They're always bringing papers home from school for you to sign," she said.

One gentleman in the class stated, "My two year old wants to sit in my lap and let me read a story book to her. I get so mad at myself because I can't read that I just push her away. I just feel like crying."

A survey of the 790 adult reading class members over the two-year study indicated that 28% returned to school for reasons concerning their children. These responses indicated desires to:

1. learn to read so that children did not ever find out about the deficiency.
2. help children with school work.
3. learn to read because the children had encouraged them to return.

In the interviews, the section pertaining to children evoked the most emotion-packed responses. Generally, the students who were also parents had high aspirations for their children's education. They emphasized learning and wanted their children to realize the importance of education earlier in life than they had. One student stated proudly that all eight of his children had graduated from high school and that he was working two jobs to make it possible for two of them to attend college.

Data on the educational level of the parents of the adult students follows:

1979-80 Program		1980-81 Program	
Grades Completed by Mother	%	Grades Completed by Mother	%
0	1	0	2
1-3	6	1-3	4
4-8	42	4-8	44
9-12	38	9-12	38
Over 12	0	Over 12	0
Don't know	13	Don't know	12

1979-80 Program		1980-81 Program	
Grades Completed by Father	%	Grades Completed by Father	%
0	2	0	3
1-3	5	1-3	10
4-8	47	4-8	22
9-12	25	9-12	42
Over 12	1	Over 12	2
Don't know	20	Don't know	21

The educational level of the father tended to be somewhat higher in grades completed than that of the mother in both the 1979-80 and 1980-81 projects. Interestingly enough, the largest percentage of parents had completed between four and eight years of school while the average student had completed 8.7 years of formal education.

D. Employment

Correlations are often made between educational grade completed and employment status but a more pertinent correlation may be made between reading level and unemployment. In the Jefferson County Adult Reading Program the following data is presented based on students with reading levels below 4.0.

Reading Grade Level	1979-80 Unemployed	1980-81 Unemployed
0.1 - 1.9	85%	88%
2.0 - 2.9	78%	76%
3.0 - 4.0	74%	72%

To ascertain specifically what effect illiteracy is having on employed and unemployed adults in the Jefferson County Adult Reading Program, the following questions were asked in individual interviews. The sample is not reflective of the percentage of employed and unemployed students in the program, but rather includes 50% in both categories. It was structured this way to be of more benefit in designing an employability skills program to serve both groups. Of the sixty (60) selected, thirty (30) were employed and responded to the following questions:

1. Are you presently employed?_____ In what position?_____
   How long have you been in this position?_____

   If yes: a. Does your job require any reading skill?_____
   Some reading daily_____ occasionally_____ no reading_____

   b. Does your employer know about your reading problem?_____
   If not: Do you feel you may lose your job if he did?_____

   c. Do any other employees know that you cannot read?_____
   If so, how many?_____

   d. Has your lack of reading skill ever created a problem at work?_____ Does it often create a problem?_____
   frequently_____ occasionally_____ not very often_____

e. If it were not for your problem, is there any other type of employment you would seek?_____
Are you actively seeking other employment?_____

The employed students responded to the question, "Does your job require any reading skill?" in the following way:

Some reading daily	Occasionally	No reading
15%	62%	23%

Of those responding "occasionally", various specifics which required reading were announcements on bulletin boards, trade manuals, notes directed to them personally and instructions or labels on work related materials.

One of the females students in the interview verbalized the problem:

"You've got to be on guard all the time. You stand in front of the bulletin board as long as the guy next to you, so no one will guess you can't read it."

In response to the question, "Does your employer know about your reading problem?" Ninety percent (90%) responded that he/she did not. This may be a misconception on the part of the students in that their employer may know of the problem, but does indicate that the student himself does not make the problem known.

The question "Do any other employees know that you cannot read?" was answered by 75% as "yes". The majority of those responding stated that one or more persons at the job location knew of their problem and were depended upon to provide necessary communication from written information. One gentleman related the following as he described his well-guarded secret. "I used to have a friend at work that read and wrote notes for me. When he changed shifts, I got fired - guess I would have quit anyway with nobody to read for me."

The remaining twenty-five percent (25%) responded that no one at the work site knew of their inability to read. The majority of this group held

jobs where no reading was required, but were forced to practice deception on a regular basis to avoid being "found out".

In response to the question, "Has your lack of reading skill ever created a problem at work?", all thirty responded that it had with the following frequency:

Frequently	Occasionally	Seldom
8%	89%	3%

One of the students included in the study gave the following explanation: "I used to have a restaurant cook's job until the man who read the orders for me got fired. Now I have a job and my wife rigged a card with colors spelled out for me to copy. I still panic when I have to leave a note for the night shift."

Seventy-two percent (72%) responded that they would be seeking other employment if it were not for their reading problem. The remaining 28% reported they were happy in their work and would not desire other employment.

Three (3) of the thirty (30) were actively seeking other employment.

It was evident in the interviews that many of the students could have achieved much higher levels of employment if reading had not been a problem. From a subjective point of view, the interviews portrayed a great loss of human potential.

To summarize the data for the employed reading students, the typical student in this category is having a problem in the labor force because of his or her inability to read. The student is hiding the deficiency from his employer and is depending on fellow employees to compensate for his deficiency. The majority of the employed students included in the survey would like to seek other employment but due to the problem of illiteracy are not actively doing so.

The average reading functioning level of these students was 2.5 with the median years completed in school 7.9.

The information gained from the employment component of the questionnaire identifies the problem encountered when trying to locate literacy classes at the work site even though employers often encourage the establishment of these classes. The results also may indicate that recruitment efforts aimed toward the employed illiterate adult might be better directed through another area of the adult's life as opposed to information from the employer or fellow employees.

The data also indicates that curriculum design might be better aimed toward job survival skills and that materials should focus reading selections and vocabulary on typical encounters in a daily work situation rather than the more traditional orientation of adult education materials. Individual learning packages should be developed for each student which would teach the basic literacy skills in conjunction with the basic job survival vocabulary and reading selections.

Thirty (30) students of the sixty (60) selected for the study were unemployed and were asked to respond to the following questions:

If not employed:

a. Are you now looking for work?_____

b. What are your average yearly earnings? Less than $5,000; $5,000-$10,000; $10,000-$15,000; $15,000-$20,000; above $20,000.

c. How long have you been seeking a job?_____

d. Have you worked before?_____

e. How many jobs have you held in the last two years?_____

f. Average time employed on each job?_____
Has your lack of reading skill caused a problem in filling out a job application?_____

g. Have you ever told a prospective employer about your reading problem?

h. How do you find out about jobs which are open?

The average age for the unemployed group was 25 with the median reading level being 1.5.

All thirty (30) of the students interviewed were looking for work although when questioned about job seeking only five (5) could be considered to be exploring available work possibilities. The remaining students had not recently explored job openings through traditional channels but rather were depending on friends or relatives to make them aware of possible job availability.

The responses of the thirty (30) students to the question, "How do you find out about jobs for which you might apply?" brought the following responses:

Word of mouth (acquaintance, friend or relative)	85%
Employment Office	10%
Media	5%

These responses certainly have implications for curriculum design as well as recruitment of students for adult reading programs.

All thirty (30) of the unemployed students stated that they had held jobs previously. An average of three (3) jobs for five (5) months had been held by the students. Examples of comments by way of explanation when asked about the frequency of job change indicated that reading played a major role in their inability to keep a job. All students interviewed stated that they had never told a prospective employer about their reading problem and had only been able to secure jobs where the employer allowed them to take the job application with them or where no application was required.

In response to the question, "Did you ever lose a job because you couldn't read?" Ninety percent (90%) responded "yes" and ten percent (10%) "no". This

question prompted many comments from the participants which brought out their frustrations in trying to hide their inability on the job. In very few instances did a student confide in his boss that he could not complete a task due to his inability to read.

In summary, employment, either to get a job or a better job, is a great motivating force for the adult student. Data collected from the entire group of reading students indicates that employment was cited as a major reason for returning to school by 43% of the students enrolled in the program.

It can be assumed that adults in the program feel that the value of literacy or credentialing is directly related to their chances of economic security.

X. Student Goals and Program Impact

As a part of designing a program to fit the needs of the student population, many questions were asked in the pre-enrollment counseling sessions. These questions dealt with student objectives for enrollment in the program and student long-range goals. These objectives and goals became the focal point for instruction and an attempt was made to measure program impact which reflected the goals and objectives.

The student objectives for enrolling in the reading program were categorized and students were asked to respond positively to all objectives applicable.

TABLE 6

Student Objectives For Enrollment

Objectives	Number of Students	% of Total Enrollment
Learn to Read	178	34.5
Learn to Write	107	20.7
Learn English Grammar	102	19.8
Learn Math	28	5.4
Improve Reading	356	69.0
Improve Writing and Spelling	344	66.7
Improve English Grammar	278	53.9
Improve Math	128	24.8
Social Studies	22	4.3
English as a Second Language	31	6.0
Citizenship Training	23	4.5
Other	29	5.6

Upon enrollment as part of the counseling procedure, each student was asked questions pertaining to long-range goals. The goals and responses were categorized. It is interesting to note the relation between the goal of obtaining the GED credential and the goals of obtaining employment or an improved position.

TABLE 7

Student Long Range Goals

Goal	Number of Students	% of Total Student Population
Eighth Grade Certificate	32	6.2
GED	325	63.0
College	41	7.9
Vocational Training	157	30.4
U.S. Citizenship	29	5.6
Get a Job (Unemployed Now)	225	43.6
Get a Better Job (Employed Now)	60	11.6
Self-Improvement	216	41.9
Other	49	9.5

The goals and objectives for enrolling in the program were translated to specific curriculum design and individual conferences concentrated on progress toward the goals and the formation of sub goals. Many students participating in the program did achieve their goals and gained far more than was their original intent. In many cases the improved self-concept

or improved attitude toward education resulting from accomplishment of goals proved to be the most important aspect of the program. The impact of the program on the lives of the students is difficult to measure but an attempt was made to categorize possible achievements in an effort to show program impact.

TABLE 8 - Participant Achievements

Participant Achievements	Number Responding	% of Total Responses
Improved Basic Skills for Personal Satisfaction and Increased Self-Confidence	311	67.3
Obtained or Improved Competencies in .... Government & Law	72	15.6
.... Community Resources	88	19.0
.... Consumer Economics	70	15.2
.... Parenting	51	11.0
.... Occupational Knowledge	62	13.4
.... Health Care	58	12.6
Learned to Read for the First Time	71	15.5
Were Level I and Learned Reading, Writing	262	56.7
Were Level I and Learned Math Skills	90	19.5
Passed the GED Test	58	12.6

Participant Achievements	Number Responding	% of Total Responses
Learned the English Language (For Participants Whose Primary Language is not English)	28	6.1
Entered Another Education/ Training Program	62	13.4
Received U.S. Citizenship	10	2.2
Registered or Voted for First Time	65	14.1
Obtained a Job	88	19.0
Obtained a Better Job or Salary Increase	51	11.0
Were Removed from Public Assistance	62	13.4
Received 8th Grade Equivalency	3	.6
In Process of Taking the GED	28	6.1
Plans to Continue Education	175	37.9
Obtained First Drivers' License	30	6.5
Developed Initiative and Self-Assurance	147	31.8
Improved Personal Appearance	96	20.8
Recruited Other Students	170	36.6
Helped Children with School Work for First Time	37	8.0

In comparing the goals stated by the students upon enrollment, it is interesting to note that of the 285 students whose goal was related to employment, 139 achieved this goal. It is also interesting that of the 325 students who listed the GED as a long-range goal when they enrolled, 88 of these students either passed the GED or are in the process of completing the test and an additional 62 students have enrolled in other education or training programs. Many students (175) stated that they plan to continue their education and may eventually achieve their long-range goals.

XI. Student Descriptive Data and Academic Advancement

The Test of Adult Basic Education Level E was selected for use in the project. Form 3 was administered at student intake and Form 4 for post-test data. The total battery of the test consists of four parts, two of which were chosen for use in the project. The Reading Vocabulary and Reading Comprehension sections were used for statistical data.

In analyzing the data, the variable of time was controlled in most cases in order to make comparisons. The base unit of thirty hours was used, and the reported gains therefore reflect the gains per 30 hours of instruction.

Descriptive data was collected on 603 students served in the 1980-81 Jefferson County Adult Reading Program. The descriptive data is presented in this report and the results of a causal comparative study utilizing this data to determine effect of certain variables on academic gain is also presented. Valid pre and post-test scores were available for 292 students and this population is used in making comparisons while the total student population is utilized in the descriptive analysis. The information contained in this section only becomes important as it is utilized in the further refinement of a model literacy program to offer the highest quality instruction to the least educated and most in need.

The descriptive and comparative statistics contained in the following section represent the 1980-81 project. Similar information for 1978-79 and 1979-80 projects is available in the final reports of these project years.

The students were categorized by race and ethnic groups and it was found that the majority of the students enrolled in the program were black and only 6.5% had a native language other than English.

TABLE 9

Student Population By Race and Selected Ethnic Group

Group	Number of Students	% of Total Students Responding
American Indian or Alaskan Native	2	0.4
Black	314	61.7
Asian or Pacific Islander	30	5.9
Hispanic	1	0.2
White	159	31.2
Other	3	0.6
Total	509	100.0

The students were categorized according to marital status and it was found that the largest percentage (47%) of the students had never been married.

TABLE 10

Student Population By Marital Status

The students' marital status was found to be as follows:

Group	Number of Students	% of Total Students Responding
Now Married	144	34.6
Widowed	16	3.8
Divorced	48	11.5
Separated	12	2.9
Never Married	196	47.1
Total	416	100.0

The majority of the students in the program were unemployed with 50% of the total population seeking employment.

TABLE 11 - Student Population: Employment Status

Group	Number of Students	% of Students Responding
Employed	130	25.6
Unemployed and Not Currently Seeking Employment	124	24.4
Unemployed and Seeking Employment	254	50.0
Total	508	100.0

There was shown to be no significant difference in gains in the areas of reading tested by employment status of those students for which pre and post-test scores were available.

TABLE 12 - Analysis of Variance: Average Reading Gain By Employment Status

Source	Degrees of Freedom	F Ratio	F Probability
Between Groups	2	0.54	0.581
Within Groups	286		
Total	288		

During the enrollment counseling process students were asked questions concerning their income sources. Student responses were categorized.

TABLE 13 - Student Income Sources

Income Sources	Number of Students	% of Student Population
Job or Self-Employed	127	24.6
Job Training Program	105	20.3
Savings	8	1.6
Unemployment Compensation	26	5.0
Welfare, ADC, Disability, Other Public Assistance	125	24.2
Social Security	45	8.7
Other Retirement	10	1.9
Veterans' Assistance	4	0.8
Other Income	10	1.9
No Income	90	17.4

The annual cash income of students from the sources in Table 13 were also categorized and found to cluster in the annual income range of 0-$5,010.

TABLE 14

Estimated Annual Cash Income of Students

Annual Income	Number of Students	% of Student Population
$ 0 - $ 3,790	240	58.8
$ 3,790 - $ 5,010	45	11.0
$ 5,010 - $ 6,230	29	7.1
$ 6,230 - $ 7,450	14	3.4
$ 7,450 - $ 8,670	14	3.4
$ 8,670 - $ 9,890	10	2.5
$ 9,890 - $10,920	11	2.7
$10,920 - $11,950	12	2.9
$11,950 - $12,980	5	1.3
$12,980 - +	28	6.9
Total	408	100.0

Since the majority of the students were in the annual income range of 0 - $3790, a comparison was made of academic gain in reading for this group with the remainder of the student population. It was found that there was no significant difference in reading gain between the two groups.

TABLE 15

T test: Reading Gain By Student Annual Income

Difference In Reading Gain		Number of Students	Mean	Standard Deviation	Prob.
Income	0-$3,790	127	1.44	.97	.004
Income Above	$3,790	95	1.45	1.27	

Average Reading Gain Per 30 Hours of Instruct.		Number of Students	Mean	Standard Deviation	Prob.
Income	0-$3,790	127	.796	.802	.283
Income Above	$3,790	95	.753	.888	

The estimated annual cash income of the household in which the student resided was categorized as follows:

TABLE 16

Estimated Annual Cash Income of Household

Annual Household Income	Number of Students Responding	% of Total Student Population
$ 0 - $ 3,790	124	33.7
$ 3,790 - $ 5,010	49	13.3
$ 5,010 - $ 6,230	36	9.8
$ 6,230 - $ 7,450	22	6.0
$ 7,450 - $ 8,670	22	6.0
$ 8,670 - $ 9,890	10	1.9
$ 9,890 - $ 10,920	17	4.6
$10,920 - $ 11,950	18	4.9
$11,950 - $ 12,980	10	2.7
$12,980 - *	60	16.8
Total	368	100

TABLE 17

Total Number of Dependents On Household Income

Dependents	Number Responding	% of Total Student Population
0	4	1.0
1	65	15.9
2	107	26.2
3	102	24.9
4	73	17.8
5	23	5.6
6	14	3.6
7	7	1.7
8	7	1.7
9	5	1.2
11	1	0.2
Over 11	1	0.2
Total	409	100.0

A summary of Table 16 and Table 17 shows that the largest percentage of the household income falls below $5,010 per year and that these households have between 0-3 people depending directly on this income.

Students were categorized by levels according to functioning grade level on a standarized test and according to economic need. Level I students were students functioning below 8.0 in the area of reading and not shown to be economically at the poverty level, Level II students were those functioning above 8.0 in reading and Level I - Least Educated and Most In Need were those students at poverty level and functioning below 8.0 in the area of reading. Since no student was accepted above a 6.0 reading level for this project, the Level II category was used only for separation information.

TABLE 18

Separation Level of Student Population

Level	Number of Students	% of Student Population
Level I	153	34.8
Level II	51	11.6
Level I - Least Educated, Most In Need	236	53.6

The level of the student was shown to have a slightly significant effect on reading gains. The effect was evident in the areas of reading vocabulary and total reading, but was not evident in reading comprehension.

TABLE 19

Analysis of Variance: Gain in Reading Comprehension By Separation Level

Source	Degrees of Freedom	F Ratio	F Probability
Between Groups	2	1.039	0.3550
Within Groups	275		
Total	277		

TABLE 20

Analysis of Variance: Gain In Reading Vocabulary By Separation Level

Source	Degrees of Freedom	F Ratio	F Prob.
Between Groups	2	2.985	0.0522
Within Groups	275		
Total	277		

To examine where the differences were in the groups a Duncan Multiple Range Test was employed. The test indicated that Level I students did not gain as rapidly in vocabulary per 30 hours of instruction as the Level II and Level I - Least Education and Most In Need groups.

TABLE 21

Duncan Multiple Range Test

Level I	Level II	Level I - Least Educated Most In Need
Group Mean .6108	Group Mean 1.0061	Group Mean .8199

The average reading gain by separation level was significant.

TABLE 22

Analysis of Variance: Gain In Total Reading By Separation Level

Source	Degrees of Freedom	F Ratio	F Prob.
Between Groups	2	2.324	0.0998
Within Groups	275		
Total	277		

The Duncan Multiple Range Test was employed to examine the differences. This test was not powerful enough to identify significant differences. However, the groups did differ according to the F test. Since the Level I group had a

mean of .64 and Level II had a mean of .89, it appears that Level I did not gain as much per 30 hours of instruction as did Level II students. It appears that the type student does make a difference in reading gain, although slight.

TABLE 23

Duncan Multiple Range Test

Level I	Level II	Level I - Least Educated, Most In Need
Group Mean	Group Mean	Group Mean
0.6435	0.8392	0.8910

Seventy-two percent (72%) of the students were new enrollees to the reading program while twenty-eight percent (28%) had been previously enrolled in the Jefferson County Adult Reading Program.

The classes in the reading program operated on varying time schedules. Students could choose a schedule from three hours per week to 12 hours per week. The mean hours attended was 80.8 and the average gain in reading was 1.39 as measured by pre and post-testing utilizing the Test For Adult Basic Education.

TABLE 24 - Hours Attended with Reading Gain

Variable	Number	Mean	Standard Deviation
Hours	284	80.838	59.808
Gain in Vocabulary	292	1.422	1.215
Gain in Comprehension	292	1.357	1.299
Gain in Total Reading	292	1.390	1.0611

As would be assumed, reading gains per hours of instruction were shown to be significant.

TABLE 25 - Correlation Value: Gain in Reading with Hours of Instruction

	Gain in Vocabulary	Gain in Comprehension	Gain in Reading
	0.0871	0.450	0.0764
Hours	(284)	(284)	(284)
	P=0.072	P=0.225	P=0.100

The mean gain in reading by pre and post-vocabulary, comprehension, and total reading is depicted in Table 26.

TABLE 26 - Mean Pre and Post-Test Scores

Variable	Number of Cases	Mean	Difference (Mean)	T Value	Degrees of Freedom	Probability
Pre-Vocabulary	292	3.654	1.422	20.02	291	0.00
Post-Vocabulary		5.077				
Pre-Comprehension	292	3.967	1.357	17.85	291	0.00
Post-Comprehension		5.324				
Pre-Average Reading	292	3.810	1.390	22.39	291	0.00
Post-Average Reading		5.200				

The number of hours of attendance was categorized as follows: 0-30 hours, 31-60 hours, 61-90 hours, 91-120 hours, 121-150 hours, 151-180 hours, 181 hours and above. The mean hours of attendance was 81. Available class schedules varied from two (2) hours per week to sixteen (16) hours per week with most classes meeting six (6) hours per week. The difference in class scheduling accounted for the greatest distribution of attendance hours being 31 to 120 hours. The few classes which met four (4) days per week and the one (1) class meeting on a weekly basis accounted for the smaller count at the top and bottom ends of the distribution.

The analysis of variance showed a significant difference between time categories in class and student mean gains in reading vocabulary. The Duncan Multiple Range Test was employed and indicated that the most rapid gain in vocabulary occurred during the first thirty hours of instruction.

TABLE 27 - Analysis of Variance: Gain In Vocabulary By Instructional Hours

Source	Degrees of Freedom	F Ratio	F Probability
Between Groups	6	9.806	0.00
Within Groups	284		
Total	290		

TABLE 28 - Mean Gains On Vocabulary By Hours of Instruction

Instructional Hours	Number of Students	Mean Gain	Standard Deviation
10-30	46	1.408	1.620
31-60	81	0.987	0.837
61-90	66	0.653	0.512
91-120	53	0.440	0.390
121-150	12	0.389	0.219
151-180	10	0.223	0.217
181-200	23	0.195	0.157
Total	291	0.765	0.914

TABLE 29 - Duncan Multiple Range Test - Vocabulary By Hours of Instruction

Hours	181-200	151-180	121-150	91-120	61-90	31-60	10-30
Group Mean	.19	.22	.38	.44	.65	.98	.14

A significant variance was also noted between time in class and gain on the pre and post-reading comprehension test.

The Duncan Multiple Range Test was employed and indicated that the most rapid gain in comprehension occurred during the first thirty hours of instruction. Those students receiving 0-30 hours and 30-60 hours of instruction demonstrated more rapid gains than students in the other time categories.

TABLE 30 - Analysis of Variance: Gain In Comprehension by Instructional Hours

Source	Degrees of Freedom	F Ratio	F Probability
Between Groups	6	5.89	0.00
Within Groups	284		
Total	290		

TABLE 31 - Mean Gains On Comprehension Test

Instructional Hours	Number of Students	Mean Gain	Standard Deviation
0-30	46	1.362	2.345
31-60	81	0.9775	0.810
61-90	66	0.483	0.514
91-120	53	0.4838	0.514
121-150	12	0.329	0.128
151-180	10	0.115	0.1690
181-200	23	0.1910	0.1390
TOTAL	291	0.729	1.367

TABLE 32 - Duncan Multiple Range Test: Hours In Class and Gain In Reading Comprehension

Hours	181-200	151-180	121-150	91-120	61-90	31-60	10-30
Group Mean	.191	.115	.329	.483	.536	.97	1.36

The average reading gain was also compared to student instructional time and there was shown to be a significant difference. The students gained more rapidly in total reading scores during the first 30 hours of instruction. The students attending class 31-60 hours also exhibited more rapid gains than the other categories although not as pronounced as those in the 0-30 category.

TABLE 33 - Analysis of Variance: Gain In Total Reading By Instructional Hours

Source	Degrees of Freedom	F Ratio	F Probability
Between Groups	6	12.81	0.00
Within Groups	284		
Total	290		

TABLE 34 - Mean Gains On Total Reading

Instructional Hours	Number of Students	Mean Gain	Standard Deviation
10-30	46	1.385	1.417
31-60	81	0.982	0.727
61-90	66	0.595	0.424
91-120	53	0.462	0.376
121-150	12	0.359	0.158
151-180	10	0.169	0.158
181-200	23	0.193	0.132
TOTAL	291	0.747	0.817

TABLE 35 - Duncan Multiple Range Test: Hours In Class and Gain In Total Reading

Hours	181-200	151-180	121-150	91-120	61-90	31-60	10-30
Group Mean	.193	.169	.359	.462	.595	.982	1.38

The rapidity in gain during the initial hours of instruction may be attributable to a relearning effect. Teachers have observed that during the first month of attendance students focus on relearning basic skills which may have been once learned but forgotten and that as skills are taught as new concepts more time is needed for mastery.

The mean years out of school for the student population was shown to be 12.3.

TABLE 36 - Years Out of School

Years out of school	Number of Students	% of Student Population
0-3	144	28.5
4-6	90	17.9
7-9	70	14.0
10-12	37	7.3
13-15	26	5.2
16-18	22	4.3
19-21	22	4.3
22-24	15	3.0
25-27	13	2.6
28-30	12	2.4
32-34	4	.8
35-37	7	1.4
38-40	10	2.0
41-43	10	2.0
44-46	7	1.4
47-50	7	1.4
51-55	5	1.0
57-64	3	.6
Total	504	100.0

The years out of school was not shown to be significantly related to academic gains in reading skill areas tested.

TABLE 37 - Analysis of Variance: Years Out of School With Gain Per 30 Hours of Instruction

	Average Vocabulary Gain	Average Comprehension Gain	Average Reading Gain
Out of School: Correlation =	0.2365	0.0522	0.0570
P =	0.270	P = 0.190	P = 0.169

Of the 486 students responding, the average student had completed 8.8 years of school with 2.3% attending less than one year and 12.4% completing twelve grades.

TABLE 38 - Student Grade Level Completed

Grades Completed	Number of Students	% of Total Students Responding
0	11	2.3
1	3	0.6
2	4	0.8
3	9	1.8
4	11	2.3
5	14	2.9
6	17	3.6
7	34	7.0
8	64	13.1
9	92	18.9
10	81	16.6
11	80	16.4
12	64	13.1
13	1	0.2
14	1	0.2
16	1	0.2
Total	486	100.0

XII. Summary and Recommendations

The Jefferson County Adult Reading Project designed and implemented a literacy program based on knowledge and data resulting from the two previous years' projects. Great strides were demonstrated in creating awareness in the community of not only the program but also the magnitude of the problem of illiteracy in Jefferson County. The efforts on the part of the community proved to be a great asset to the program.

The staff, both certified and non-certified, developed a strong commitment to the program and their dedication was evident as they implemented instruction and counseling in the program. They demonstrated their enthusiasm in staff meetings as they related their students' progress. They shared their pride in student accomplishments as they watched their students achieve such accomplishments as reading their first sentence, filling out a job application, securing employment, reading a story to their child for the first time and pursuing higher education.

The students themselves became a vital component of recruitment as they shared their success stories with other potential students and the community at large. The students also contributed greatly to teacher training as they served on a panel to address the questions and concerns of the new teachers.

The 1980-81 project served 601 students functioning below 6.0 reading level. The test results demonstrated the growth in educational advancement while retention rates and growing enrollment showed other

measures of success in project components. Data collected from the project components facilitated the recommendations which follow.

Recommendations:

Site Selection

Classes should be located in buildings which house other activities when feasible and in facilities which are not associated with a traditional school setting. The students need to see the difference in the adult reading classes in the physical as well as the instructional sense.

Schedule Selection

Morning, evening and Saturday classes should be offered to provide for the varied schedules of the students. Based on data collected over a three-year period, the majority of the classes should be scheduled in the evening and all schedules should remain flexible to accommodate bus schedules.

Student Retention

It is the recommendation that the reading class be a pleasant social experience as well as a productive instructional one and that the dynamics of the group be structured to encourage each student to motivate others to attend regularly.

Pre-enrollment counseling is essential in retention and should include a discussion with the student on his/her commitment to the class. The session should also involve formation of realistic, achievable goals.

It is also the recommendation that for maximum retention the adult

literacy students should have a group with which to function even though instruction may of necessity be individualized tutoring.

Recruitment

Recruitment efforts should concentrate more on the appeal of employment, children and building basic skills, and less on the appeal of learning basic life or coping skills.

Recruitment efforts should stress the confidentiallity of the students' inquiries and his/her enrollment.

Recruitment efforts through business and industry may be better directed elsewhere since employers or prospective employers were not aware of the inability to read.

Students who have successfully completed the program should be used in recruitment teams to go to areas of need for presentations concerning their own personal success stories.

A speakers' bureau should be established utilizing the media presentations developed by the project. The presentations could be made by selected project staff or the enthusiastic, capable volunteers who have surfaced as a part of the program.

Electronic media public service announcements need to be fully utilized.

Interview shows and all public presentations should be actively solicited.

The difference between the regular school program where the adult once failed and the adult programs needs to be stressed in all advertising and recruitment.

Staff Selection

The data collected in the 1980-81 project showed no difference in student learning rate and certification or background of the teacher; therefore, the major emphasis in staff selection should be focused on personal qualities which lend themselves to working with undereducated adults. The following quote from Frank Laubach in his pamphlet, How to Treat the Illiterate Adult, may be used as a guide in staff selection. Laubach observed, "If you cannot like or respect your student, do not try to teach him. Let someone else have that privilege. The slightest suggestion that the semi-literate adult is inferior will communicate to the pupil. He may not be able to read books, but he can usually read the human heart."

Staff Training

Initial staff training should concentrate on adult student needs, basic instruction in the use of the basal series and the strategy for the first week of class. New teachers should not be bombarded with all materials or techniques they will need to use during the initial training sessions.

A needs assessment should be developed and utilized as a tool for designing appropriate in-service training sessions.

Paraprofessionals and volunteers need additional training sessions but should also be included in all staff training. It is important that they see themselves as an integral part of the team and not as a supplement.

Students and former students should be utilized in staff training to address their needs as only they can.

Experienced adult reading teachers have a great deal to offer and should be included in demonstration for new teachers.

Time should be allotted for new teachers to observe experienced ones at the class site.

Materials

The most beneficial adult literacy curriculum should revolve around an adult basal reading series including decoding and comprehension skills. This should be supplemented with other teacher-made and commercial material as specific needs and interests are identified.

Cooperative Endeavors and Community Involvement

The cooperation of all segments of the community should be actively sought and an emphasis needs to be placed on the development of this component. Advisory councils or committees need to be established, enlisting representatives from social and civic agencies, media and private business and industry. This component needs a great deal of initial planning and development to ensure the maximum community support.

Site and Schedule Information:

SITES

21 Locations

2 Churches

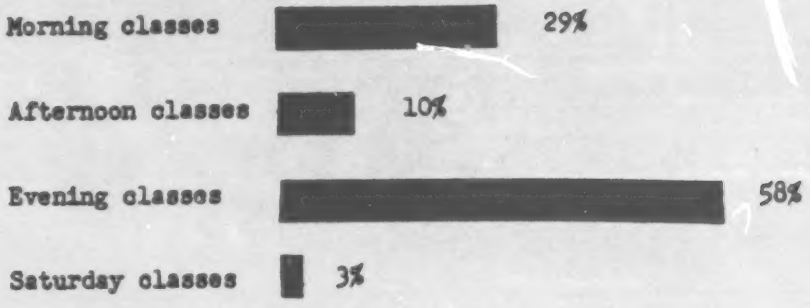
4 Community Centers

14 School Buildings

1 Library

SCHEDULES

Enrollment percentages by class time



TEACHER TRAINING WORKSHOP

Adult Reading Teachers

MONDAY, September 15, 1980

10:00 - 10:15	Welcome and Introductions
10:15 - 10:45	Overview of Adult Education Programs
10:45 - 11:15	Jefferson County Adult Reading Program
11:15 - 12:00	Characteristics of Adult Non-Readers and Implications for Instruction
12:00 - 1:00	Lunch
1:00 - 1:30	Motivation
1:30 - 2:00	Laubach Reading Method
2:00 - 2:30	Practicum in Laubach Materials
2:30 - 3:00	Slosson Oral Reading Test

TUESDAY, September 16, 1980

9:00 - 10:00	Literacy Training Film "Talking It Over
10:30 - 11:00	The First Day of Class
11:00 - 11:30	Using Language Experience with Adults
11:30 - 12:00	Class Management
12:00 - 1:00	Lunch
1:00 - 1:30	Literacy Training Film "Teaching Word Attack Skills"
1:30 - 2:00	Reading Comprehension
2:00 - 2:30	Steck Vaughn Adult Reading Series
2:30 - 3:00	Practicum in Adult Reading Series

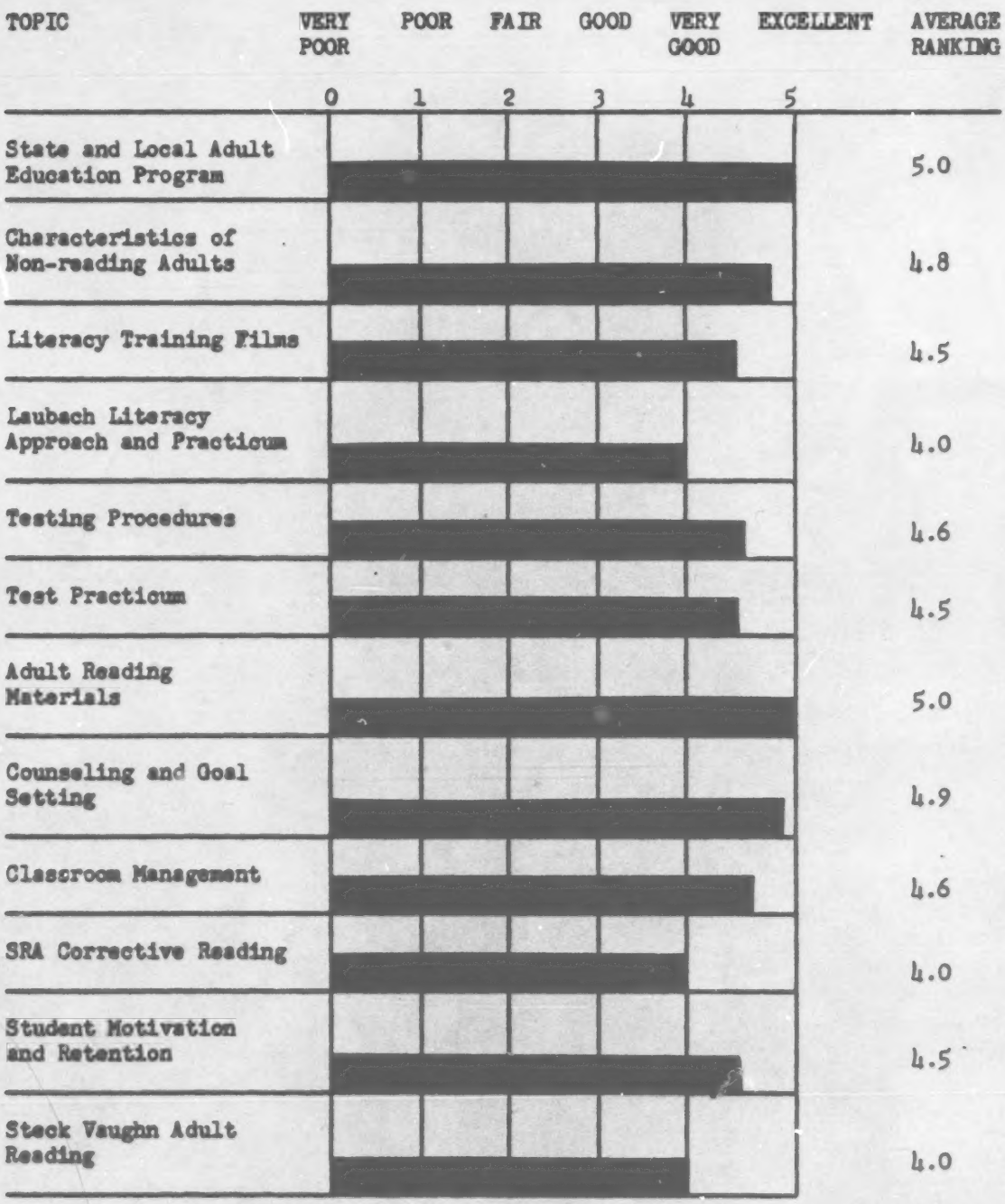
THURSDAY, September 18, 1980

9:00 - 9:30	SRA Corrective Reading
9:30 - 10:30	Selecting Appropriate Supplemental Materials
10:30 - 11:00	Record Keeping
11:00 - 11:30	Question, Wrap-Up and Evaluation
11:30 - 12:00	Book Room

FRIDAY, September 19, 1980

9:00 - 9:30	Introductions and Class Assignments
9:30 - 10:30	Test of Adult Basic Education Levels E & M
10:30 - 11:00	Policies and Procedures 1980-81
11:00 - 12:00	Questions, Discussion, and Projected Staff Meetings

SUMMARY OF READING TEACHER'S EVALUATION RANKINGS



Comparison of the 1978-79 and 1979-80 Initial Enrollment Reading Scores.

1978-79 Initial Test Results

Levels by Grade	Percentage of Students
0 - 1.0	41%
1.1 - 2.0	21%
2.1 - 3.0	13%
3.0 - 3.9	25%

1979-80 Initial Test Results

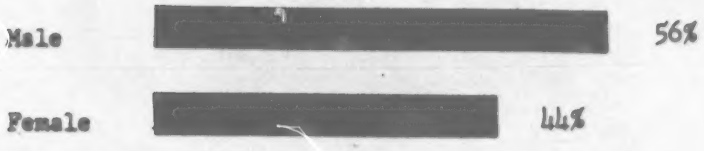
Levels by Grade	Percentage of Students
0 - .9	24%
1.0 - 1.9	15%
2.0 - 2.9	17%
3.0 - 3.9	14%
4.0 - 4.9	14%
5.0 - 5.9	16%

1980-81 Initial Test Results

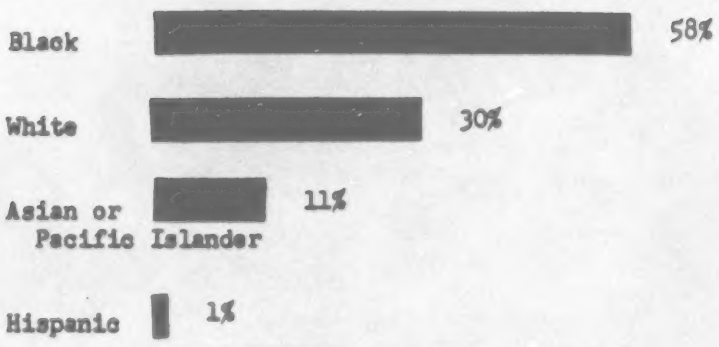
Levels by Grade	Percentage of Students
0 - .9	10%
1.0 - 1.9	13%
2.0 - 2.9	15%
3.0 - 3.9	17%
4.0 - 4.9	19%
5.0 - 5.9	26%

Initial Enrollment

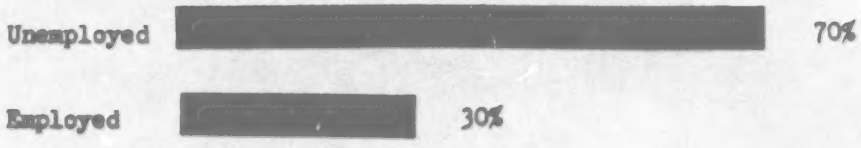
Enrollment by Sex



Enrollment by Race

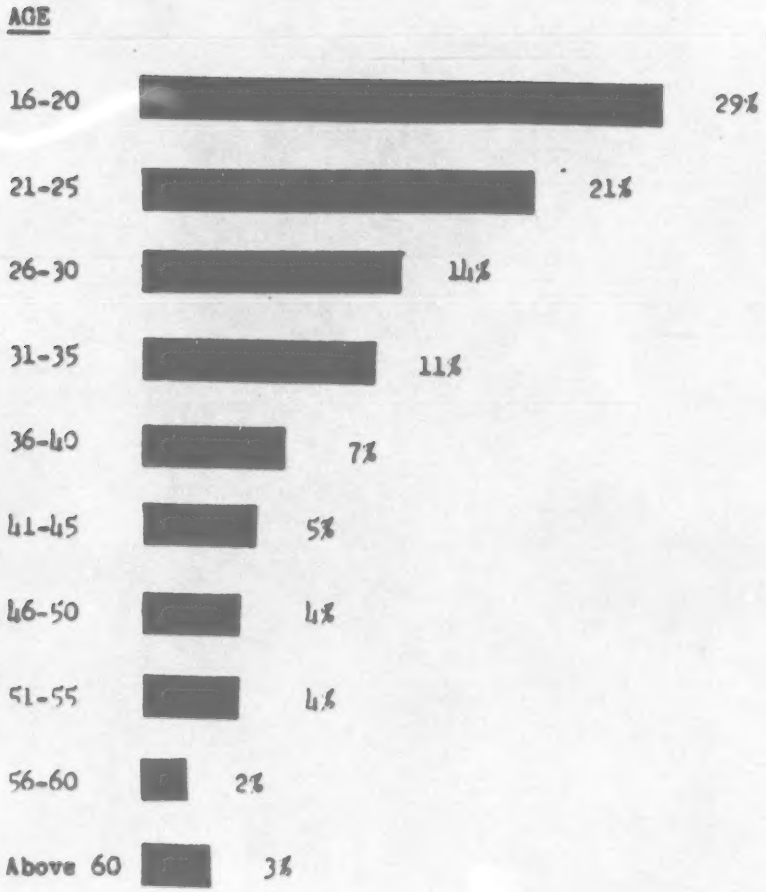


Enrollment by Employment Status



Initial Enrollment

Enrollment by Age



Literacy Materials: Jefferson County Adult Reading Program

I. Basal Reading Programs

A. Laubach: The New Streamlined English Series
B. SRA Corrective Reading
C. Steck-Vaughn Adult Reading Programs

II. Supplementary Materials

A. Barnell Loft
   1. Specific Skills
      a. Working With Sounds
      b. Following Directions
      c. Using the Context
      d. Locating the Answer
      e. Getting the Facts
      f. Getting the Main Idea
      g. Drawing Conclusions
      h. Detecting the Sequence

B. Cambridge
   1. Reading for Life
   2. Reading for Progress
   3. Reading Competence

C. Globe Book Company
   1. The Reading Road to Writing

D. Grollier
   1. Reading Attainment

E. Laubach (New Readers Press)
   1. Correlated Readers
      a. In the Valley
      b. City Living
      c. New Ways
      d. People and Places
      e. Opening Doors
   2. Companion Readers
      a. More Stories 1
      b. More Stories 2
   3. Controlled Readers
      a. Cars, Cars, Cars
      b. More Money
      c. House Help
      d. Hills' Garden Shop
      e. Money Spent
      f. More Cars, Cars
      g. Can Ann Do It?
      h. Pollution
      i. The Hills at Work

4. Teaching Aids and Supplemental Series
5. News for you
6. Studying for a Driver's License

F. McGraw Hill
1. Dr. Spello

G. Steck-Vaughn
1. Applying Reading Skills Series
   a. Can You Top This?
   b. Devilrow
   c. Night Crossing
2. Banner English Series
3. Basic Reading --Books 1 and 2
4. Building Word Power
5. Improving Your Handwriting
6. Mastering Basic Reading Skills Series
   a. Alpine Run
   b. Wind Power
   c. Wheeling It
   d. Free-Fall
   e. White Water
   f. Quiet Flight
   g. Trailblazers
   h. Silent Deep
7. Panorama
8. Sounds, Words, and Meanings
9. Steps to Learning -- Books 1 and 2
10. Superstars Series
11. Working With Words

III. Tests

A. ABLE I, II
B. SORT (Richard L. Slossen)
C. Speck-Vaughn Placement
D. TABE (Test of Adult Basic Education)
E. Woodcock Reading Mastery Tests